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ABSTRACT

News concerning developments at colleges and universities that affect women is presented, along with an interview with the Executive Director of the Project on the Status and Education of Women, Bernice R. Sandler, regarding the project's major accomplishments and activities over the past 11 years and insights into the changing status of women at all levels of academe. News items include the following issues: court rulings concerning the scope of coverage of Title IX of the Education Amendments of 1972; rulings that the publicly-supported nursing school, Mississippi University for Women, violated the Fourteenth Amendment equal-protection clause of the Constitution by excluding males, and that a tenure vote can not be confidential on grounds of academic freedom; civil rights cases filed and won by university employees; sex discrimination suits filed regarding new eligibility restrictions for Guaranteed Student Loans; a General Accounting Office study regarding the way the Department of Education recruited grant application readers for the Women's Educational Equity Act Program; surveys on salaries of female and male faculty and the nonacademic workforce; alternative work schedules and other employment concerns; rules adopted by colleges regarding sexual harassment; status of minority women students; new womens studies programs and their implications; nontraditional careers for women; and various resource materials. (SW)

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PEOJECT ON THE STATUS AND EDUCATION

ON
CAMPUS
WITH
WOMEN

Vol. 12, No. 2 Fall 1982

11TH ANNIVERSITY ISSUE

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Project on the Status and Education of WOMEN

CONTENTS

Interview	1
Title IX	4
In The Courts	5
The Federal Scene	6
Employment	7
Sexual Harassment	8
Minority Women	9
Women's Studies	9
On The Campus	10
Nontraditional Careers	11
Awards	14
Resources	14

ON CAMPUS WITH WOMEN

Vol. 12, No. 2 • Fall 1982

11TH ANNIVERSARY ISSUE!

As we begin our 12th year of operation, the staff of the Project thanks all of you for your continuing commitment to educational equity for women and for your generous support of the Project. We hope that we won't need many more anniversaries before our goal of equal opportunity in education for women is realized.

The following interview with Dr. Bernice R. Sandler, Executive Director of the Project on the Status and Education of Women, highlights some of the Project's major accomplishments and activities over the past 11 years and provides some insights into the changing status of women at all levels of academe.

Q: ***How did you get involved in women's issues in education?***

A: I became interested in women's issues somewhat by accident. I was teaching part-time at a local university and was well on the way to becoming a "queen bee"—the type of woman who believes that there is no discrimination because after all she has a good job. (She usually compares herself to other women, and not to men.) When I finished my doctorate, I wasn't considered for any of seven openings in my department, so I asked a friend on the faculty "why." He told me I came on "too strong for a woman." That got me thinking. I had two more similar experiences within the next few weeks. I was job hunting and applied at an employment agency. The interviewer looked at my application and stated "You're not a professional; you're a housewife who went back to school." That got me thinking some more. The next experience involved an interview for a job for which I was very well qualified. The director of the company spent a half-hour telling me that he had nothing against hiring women, but . . . And he proceeded to tell me how much "trouble" it was to employ women. These experiences shook me up. I had always believed that being a "golden girl" and doing an excellent job was enough. And yet here it was becoming abundantly clear that that was not enough. Somehow, I was of the "wrong sex."

I became interested in women's issues from that point onward. I started reading about discrimination against women but there was very little written in those days. I began to examine the laws prohibiting discrimination, innocently believing that anything as immoral as sex discrimination must also be illegal. But in 1970 that was not true. For one reason or another the laws that then prohibited discrimination exempted women faculty, administrators and students.

Among the materials I read was a report by the Equal Employment Opportunity Commission, which described these anti-discrimination laws as well as something called Executive Order 11246. This order prohibited federal contractors from discriminating in employment on the basis or race, color, religion and national origin. There was a footnote, and being an academic, I turned to the back of the report to read the footnote, which simply stated that the Executive Order had been amended to include sex. I had a real "Eureka" experience. I literally shrieked aloud, for I had made the connection that institutions had federal contracts, and as such, could not discriminate against employees on the basis of sex. From there it was only a short leap to working with WEAL (The Women's Equity Action League) where I planned and spearheaded the strategy to get the Executive Order enforced, filing charges against more than 200 universities.

Q. ***What did you do before joining the Project?***

A: I worked for the Department of Health, Education and Welfare, as the deputy director of the now-defunct Women's Action Program, which evaluated the department's major programs for their impact on women. Prior to that I worked for Representative Edith Green (D, OR.) who was the sponsor of Title IX, the law that prohibits sex discrimination in education. This was the first time that hearings had ever been held on discrimination against women in education. I believe that I was the first person ever appointed to a staff of a congressional committee to work specifically in the area of women's rights.

I'm also probably the person who has worked on Title IX issues the longest—starting when Title IX was more like an "impossible dream."

Like many women, I've held a large number of jobs, and worked part-time while my two daughters were young. I've been a nursery school teacher, college instructor, census

(Continued on page 2)

enumerator, employment counselor, research assistant, and of course, a secretary.

Q: ***The Project on the Status and Education of Women is the longest-running national project dealing with women in education. How did it get started?***

A: In 1971, women's issues on campus were just emerging. The Association of American Colleges began to explore these issues when their women's college members and others raised them. AAC obtained funds from Carnegie, Danforth and Exxon Foundations and was the first of the national educational associations to have a formal women's project. It took a bit of risk on the part of AAC—after all in those days women's issues were still seen by many as somewhat "freaky" and off the beaten track. I was hired to implement the Project, which was to last only two years. I was very naive in those days. I thought that if you passed a law or two the problems would be solved within a few short years, and I would go on to another job.

Q: ***What did the Project do when it began?***

A: The Project's basic assumption, from the first, was that there are many people of good will—administrators, faculty, and students, government personnel and staff of educational and professional organizations—who will make better decisions if they have the best information available. So our initial priority was to "get the word out." Our first mailing went out in November 1971. It included the first issue of our newsletter—just two pages long—and summaries of various federal policies and regulations affecting discrimination in educational institutions. It also included an analysis of a bill in Congress, H.R. 7248, which was the introduction of what eventually became Title IX the following year. I also began speaking at national conferences and at campuses. Over the years I guess I've given about 300 or more speeches.

Q: ***What kinds of activities does the Project do now?***

A: The dissemination of information is still our major activity. We publish a quarterly newsletter, *On Campus With Women*. We also develop materials which identify new issues and provide recommendations for overcoming the barriers for women in higher education. Over the years we've published over 100 original papers. Until this year, our materials were sent free to about 17,000 individuals, organizations and institutions. We've just converted to a subscription basis, and also sell our papers individually. We're doing a great deal more now to publicize our materials so we can reach a larger number of administrators, faculty, educational and professional organizations, women's organizations, federal personnel, media, and others interested in what happens to women in education.

Q. ***How do you get ideas for new papers, and for the materials in On Campus With Women?***

A. We monitor over 150 newsletters, journals and magazines to help spot current campus policies, trends and problems. We also work with other organizations and together we monitor what the federal, state and local governments are doing. We try to assess litigation, legislation, regulations and policies for their impact on institutions and women in academe. People from all over the country call and write us, and give us a sense of what is happening on campus. And when I speak at conferences and on campuses I try to pick up a sense of women's concerns.

Q: ***What do you see as the major accomplishments of the Project?***

A: That's a hard one to answer. I think we have played a major role in educating both men and women, institutions and women's organizations about the problems of discrimination against women students, faculty and administrators, and to help them understand what the federal government requires and does not require, and to help them develop new policies and practices to make colleges and universities more responsive to the issues affecting women on campus.

The Project strives to be on the cutting edge—identifying emerging issues and providing recommendations to overcome barriers to educational equity for women. Over the years, we've had a long list of "firsts" such as the first series of papers on minority women in education; the first chart explaining the laws that deal with sex discrimination at educational institutions; the first comprehensive analysis of Title IX and discrimination against women in intercollegiate athletics and sports; the first analysis of the Age Discrimination Act as it applies to older women on campus; the first nationally distributed paper on sexual harassment in academe; and the first comprehensive analysis of how women students are often treated differently than men in the classroom.

We handle as many as 20,000 requests for information a year. Sometimes it's just someone asking for a paper we've developed; sometimes it's a reporter wanting background information for a story; sometimes it's an institution asking for advice on a particular policy, and sometimes it's staff from the Congress, the Department of Education, the White House or elsewhere looking for information. The information we develop and give out often has a ripple effect.

What we have tried to do is provide institutions and others with the information they need in order to act on the basis of knowledge and not hearsay, and to help women on campuses across the country become more responsible advocates for their own rights.

Q: ***Can you give some examples of how the Project has made a difference?***

A: Our papers often have a direct effect on campus programs and policies. For example, one campus used our fifteen-paper series on re-entry women as the basis for a self-evaluation of programs to determine whether re-entry women were being served adequately by the university. Several campuses have distributed our "Classroom Climate" paper to their faculty and conducted workshops based on the information in the paper. Our materials have been used at innumerable training conferences. Our paper on sexual harassment spurred several campuses to develop policies prohibiting such behaviors.

Institutions around the country consult us for information about Title IX and other federal policy issues. Sometimes they'll call us to see if a particular policy or procedure is in compliance with the law. Often they would rather call us than the Office for Civil Rights at the Department of Education.

(Continued on page 3)

It's not unusual for a campus to call us as they are developing a policy. Sometimes they want to know if any other campus has a particular policy, and we can put them in touch with other campuses. Our materials on Title IX over the years have helped people throughout the academic community to understand what the law requires. Often when I travel, I see our chart about federal laws on an office wall.

Q. ***Has the Project changed over the years?***

A. Oh yes, in many ways. I don't think I could have stayed so long if the job had stayed exactly the same. We started with just myself and a research assistant. We've had as many as 13 on the staff and are now down to 6. Over the years we've shifted emphasis somewhat—we do a lot less analysis of federal policy, except when something new is proposed or enacted. Initially, we had to do a lot of this because there were very few other organizations or individuals doing it. Now there are numerous groups monitoring federal policy and lots of other newsletters which cover that kind of information.

We also work a good deal with other groups, particularly the National Coalition for Women and Girls in Education. With them, we often meet with federal personnel. The Coalition, which consists of over 50 organizations such as the Girl Scouts, the League of Women Voters, our Project and the like, has done an excellent job of monitoring issues and keeping federal officials on their toes.

Additionally, our dealings with the federal government are very different from those early years. From the start we met and worked with federal officials. In the early 1970's much of our talk centered on educating them about the issues—explaining what the law meant, and often having to convince them that discrimination against women really existed. The Reagan administration has been trying to cut back on Title IX and other programs which help educational equity for women, and our meetings now are rarely to educate people and get them to do more, but rather to stop them from whatever it is they want to do.

Over the years, we have also shifted to include more student issues than previously, and we are beginning to focus on the more subtle aspects of discrimination. These are, of course, much more difficult to identify and deal with.

Q: ***You mentioned that there are many organizations working on women's issues now. How does that affect the Project?***

A: It certainly makes the Project's work easier and more effective, because there are many groups that can use our materials and/or let others know about them. We work very closely with two kinds of organizations—on the one hand, educational and professional organizations who are interested in women's issues, and on the other, women's organizations. We differ from each of these groups in that we serve *both* of them—we walk a fine line between our two constituencies, the educational community and the women's organizations. We have tried to present both points of view and avoid being aligned with the views of either group.

Q: ***What are the major challenges facing women in education today?***

A: Some of the problems are almost the same as they were before, particularly in terms of women employed as faculty and administrators. We've made progress rather slowly in these areas, and until we have lots of women well represented at the highest levels as well as on the faculty, we don't have equity. What could a university look like if its President, and half of its deans and faculty, trustees, and graduate students were female? Right now, about the best we can say about most co-ed institutions is that about one-half the undergraduate students are female.

There is also a misguided complacency that leads some people to believe that the problems of women on campus are essentially solved and it's just a matter of time until the women in the pipeline move upward. Unfortunately the data don't support that notion. The percentage of full professors who are female is just about the same as it was about 12 years ago when the Project began, despite the increase in the number of women at the assistant professor level. Women don't get promoted as fast as their equally qualified male colleagues.

We are also faced with increased attacks on the federal legislation and a pull-back in enforcement and other federal programs to aid women in education. While I doubt that Title IX will be repealed, it is not inconceivable that it could be weakened either legislatively or by changes in the regulation. In fact, the current administration has proposed such changes in the regulation already.

A good deal of work needs to be done to encourage women into nontraditional fields. I worry whenever I see pictures of young people working on computers, and the number of females is pathetically small. Despite the marked increase in the number of women in medicine and law, the majority of women students are still majoring in the so-called "feminine" fields, such as education.

Other issues include how to include the new scholarship on women in the mainstream of the curriculum; and a host of subtle issues involving the relationship of men and women as colleagues, faculty and students on campus.

When I first began working on the problems of women in education, I saw them in a rather limited and simplistic fashion: student admissions; hiring; promotion; and salary issues were the problems I saw. Now my list of issues, while not infinite, is substantial, and new issues keep getting added. Who would have thought of sexual harassment as a campus issue in 1970? Or sports? Or pensions, part-time tenure, minority women, older women, disabled women, campus security, financial aid, sex bias in research, and so forth. Almost every issue and area on campus has a women's component. And perhaps that's one of the reasons women's issues are exciting to work with. It's like having a new set of glasses—you can look at everything with "fresh " eyes, and there is a new perspective on old issues.

Q: ***How long will it be before all the problems of women on campus are solved?***

A: More years than I like to think of, perhaps more than a generation. Change occurs slowly, and there is still so much to do. But then again, we have come so far in the last decade or so that it is hard for me to feel depressed about the long journey ahead. The first steps of a journey are the hardest and we have already taken them.

TITLE IX

Hatch Bill Never Hatched

Senator Orrin Hatch (R-UT) has withdrawn his proposal which would drastically limit the scope of Title IX, prohibiting sex bias in education. The bill, S. 1361, would have restricted Title IX applicability only to those educational programs receiving direct federal aid. It would also have eliminated Title IX coverage of employment in schools and colleges. The bill's withdrawal was the outcome of meetings between Hatch and over 100 educational and women's groups in the senator's home state. In a letter to those groups, Hatch reported that he had "become more acutely aware of the gains across a wide front which had been made for women in Utah because of Title IX," and stated, "since reviewing the progress made because of Title IX and the rational way it has been administered in Utah in the past few years, I am withdrawing my amendment."

Off the Education Department's Hook

The U.S. Education Department's (ED) Office for Civil Rights, has cleared five more institutions charged with sex bias against women in intercollegiate sports. Despite the fact, acknowledged by ED, that disparities existed at CENTRAL MICHIGAN UNIVERSITY, UNIVERSITY OF MICHIGAN at Ann Arbor, WESTERN

COURTS BOUNCE BACK AND FORTH ON TITLE IX COVERAGE

Because its athletic program does not receive federal funding, a federal court in Richmond has ruled that the UNIVERSITY OF RICHMOND (VA) cannot be investigated by federal authorities for charges of discrimination in athletics. The judge held that the Education Department "should not in the future endeavor to investigate, regulate, coerce, or intimidate colleges and universities with regard to programs or activities that do not receive direct federal financial assistance." Although the case was originally brought by the government, the Reagan Administration decided not to appeal. This means that, in the federal court district in which the decision was made, Title IX will apply only to programs receiving direct funds. In other words, schools in that district will be free, for example, to dismantle all of their women's athletic programs; to restrict or limit private sources of financial aid to men only (or not to give aid from private sources to married women); to give preference in overcrowded classes to men; to insist on dorm residence for women but not for men, etc. The decision not to appeal, which was made at the White House level, was viewed by women's groups as a major defeat.

Whether ED will extend the results of the Richmond case ruling to other jurisdictions is not clear. Two other federal district courts have ruled similarly in cases involving athletic programs at WEST TEXAS STATE UNIVERSITY and in the public schools of Ann Arbor, Michigan (see *On Campus With Women*, Fall 1981, p. 1 and Winter 1982, p. 6).

In contrast, two decisions at the circuit level have indicated otherwise. The Third Circuit Court of Appeals ruled that Title IX is applicable even when federal grants to an institution are indirect or not specified for distinct purposes. The appellate court stipulated that even though a college receives no government funding except through student aid, it is still subject to Title IX, when federal aid to an institution is for general educational purposes or is received indirectly, the entire institution is to be considered as the "program." The court cited approvingly a section of an *amicus* brief filed by the National Women's Law Center on behalf of the American Association of University Women. "However the Supreme Court ultimately defines 'program'," the brief stated, "it cannot conclude that the more general the scope and purpose of the funding, the more restrictive the coverage of this remedial civil-rights statute will be." The ruling in the case, which involved GROVE CITY COLLEGE (PA) (*Grove City College* v. *Bell*, 3rd Cir., August 12, 1982, 80-2383 & 84) specifically rejected the reasoning in several previous cases including West Texas, Ann Arbor, and the University of Richmond (see above).

In a second case, the Third Circuit similarly ruled that the intercollegiate sports program at TEMPLE UNIVERSITY (PA) is covered by Title IX. The court ruled the athletic program is not exempt from Title IX because Temple students receive federal aid in the form of Pell grants. The Temple case, unlike the Richmond case, had been lost at the district court level. Temple was sued in 1980 by eight women athletes who claimed that they received fewer athletic scholarships and had poorer facilities and equipment than male athletes. (*Haffer* v. *Temple University*, 3rd Cir., September 7, 1982, 82-1049.)

Ultimately, the decision defining the scope of Title IX's coverage will be up to the Supreme Court. Supreme Court justices declined to hear another Title IX anti-bias case, letting stand without comment or dissent, a First Circuit Court ruling which held that the statute covers only those programs directly funded by federal dollars, i.e., Title IX is "program specific." The case at hand, *Rice* v. *President and Fellows of Harvard College (On Campus With Women*, Winter 1982, p. 6) involved charges that professors at the college discriminated against women by giving them lower grades. Unless ED makes any changes, the ruling applies only to the first circuit. As of this writing, ED has not changed its enforcement policy. Women's groups also have discounted the significance of the ruling because the brief appellate court proceedings did not develop in depth, the issue of Title IX's coverage. Earlier, the Supreme Court, in its landmark *North Haven* v. *Bell* decision (which confirmed Title IX coverage of school and college employment) cautioned that the definition of what constitutes a "program" had not been completely determined (see *On Campus With Women*, Summer 1981, p. 3).

The Supreme Court also let stand a ruling barring individual victims of bias from gaining monetary damages under Title IX. In the case, *Lieberman* v. *Univ. of Chicago (On Campus With Women*, Winter 1982, p. 6) the Seventh Circuit Court judge had ruled that injunctions were all a court could impose. The argument specified that, while the Supreme Court had previously found a private right of action (right to sue) under Title IX, that right was spelled out as the right to request a court order which would sever federal funding from a discriminating institution.

MICHIGAN UNIVERSITY and UNIVERSITY OF ILLINOIS at Champaign-Urbana in their treatment of male and female athletes, the four were judged to be taking steps to eliminate the disparities, and therefore were in compliance with Title IX regulations. The fifth school, ST. OLAF'S COLLEGE (MN) was given a clean bill of health.

ED has issued compliance findings for athletic programs at about 50 institutions. No enforcement action has been taken against any of the schools, in line with the policy of Secretary Terrel Bell to not institute action against a school as long as sufficient progress can be shown in the school's correction of inequities.

Dress Codes Dressed Down

A federal regulation prohibiting discrimination in the application of personal-appearance codes has been revoked by a final rule published by the Department of Education. The application of such codes was best left to local education officials, the agency said. The rule, effective as of September 17, 1982, amends the federal regulations for enforcing Title IX of the Education Amendments of 1972. This marks the first repeal of part of the Title IX regulation. Rules regarding length of skirts, hair length, or rules forbidding females from wearing pants will no longer be considered a violation.

An article in the Spring 1982 issue of the *Harvard Women's Law Journal* (Vol. 5, No. 1), "Gender-Specific Clothing Regulation: A Study in Patriarchy" by Mary Whisner covers the legal aspects of regulating clothing and hair length in schools.

Resources on Title IX

. . . . For Beginners . . . .

A small booklet with cartoons explaining Title IX to students, *Title IX: For Beginners* has been developed by the North Dakota Commission on the Status of Women. A limited number of copies of the 13-page guide are available at $.50 each from Sheila Peterson, Bismarck Commission on the Status of Women, 207 Arbor Ave., #1050, Bismarck, ND 58501.

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. . . . And Advanced . . . .

A more extensive effort, designed to provide an introduction to major issues, controversies, and case law is directed toward education administrators, technical assistance personnel, and attorneys. *Title IX and the Achievement of Equal Educational Opportunity: A Legal Handbook*, by Charles Guerrier, discusses the concept of discrimination, the statute itself, and the implementing regulation. Appendices are included, as well as a table of cases. Copies of the 116-page volume are available at $10 while supplies last from the Council of Chief State School Officers, 379 Hall of the States, 400 No. Capitol St., NW, Suite 379, Washington, DC 20001.

IN THE COURTS

Mississippi Women-Only School Unconstitutional, Says Supreme Court

Men cannot be barred from MISSISSIPPI UNIVERSITY FOR WOMEN's (MUW) publicly supported nursing school, a divided Supreme Court has ruled [*Mississippi University for Women* v. *Hogan*, 458 U.S. (1982)]. The Court's 5-4 decision upheld an appellate court ruling that the nursing school's admissions policy violated the Fourteenth Amendment equal-protection clause of the Constitution by discriminating against men. (See *On Campus With Women*, Fall 1981, p. 2.) The decision ends the legal struggle of the last public college for women in the U.S. to remain an all-women's school. (TEXAS WOMEN'S UNIVERSITY, with 7500 students, is the only other state-supported college with an all-women's undergraduate school; however, its graduate and allied health schools are open to both sexes.)

In her majority opinion, Justice Sandra Day O'Connor stated that the school's "policy of excluding males from admission tends to perpetuate the stereotyped view of nursing as an exclusively woman's job," lending credibility to "the old view that nursing is for women a self-fulfilling prophecy." The opinion held that the state had not shown the "exceedingly persuasive justification" necessary for the gender-based classification to be sustained.

The ruling does not apply, however, to private single-sex undergraduate institutions which are excluded from federal sex-bias laws regarding college admissions. The decision, handed down on the same day that the death knell sounded for the Equal Rights Amendment, takes on a special significance, noted Hogan's attorney. Without the ERA, the Fourteenth Amendment stands as the "sole constitutional basis" for sex discrimination suits.

While the ruling did not extend to MUW's overall admissions policy, which also excludes men, legal experts saw the decision as being broader in scope. The university's board of trustees, acting in the wake of the decision, have now opened all divisions of the university to men.

$2 Million in Attorney's Fees for Sex Bias Case

A former chemistry professor who sued the UNIVERSITY OF MINNESOTA for sex and race discrimination when she was denied tenure in 1973 won $100,000 in an out-of-court settlement in February 1980 *(Rajender* v. *University of Minnesota)*. Two years later, a federal judge has awarded almost $2 million in attorneys' fees to the lawyers who won the federal class action case against the university. Discouraging discrimination was a key reason for the hefty fee package, which is the largest such award on record against an academic institution.

Another new beneficiary of the class action settlement is a kidney disease specialist at the UNIVERSITY OF MINNESOTA MEDICAL SCHOOL who claimed that she had been an assistant professor longer than her male colleagues before being promoted in December 1981, and that she had not been given promotion, salary, tenure, or clinical responsibilities equal to those of her male colleagues. The plaintiff was awarded a settlement of $97,680. Six other women have received settlements in the case thus far, and close to 250 additional complaints await resolution by three special court-appointed masters. The settlement decree ordered the university to appoint faculty advisors to assist women wishing to file sex discrimination claims, to implement a consent decree for the university's other non-student female employees, and to provide faculty advisors with an on-campus office, a secretary's salary, supplies and $7500 for expenses.

The decree also established a Faculty Senate Equal Employment Opportunity for Women Committee which monitors the implementation of the decree. The Faculty Advisory Committee for Women recently obtained a court order to end the university's practice of maintaining strict confidentiality in the hearings and findings of grievance panels, making them now open to all faculty. (See *On Campus With Women*, Summer 1980, p. 7.)

Confidentiality of Tenure Vote Not Part of Academic Freedom

Letting stand an appellate court ruling which held that UNIVERSITY OF GEORGIA Professor James Dinnan had illegally tried to put himself above federal law by wrapping himself in the robe of academic freedom, the Supreme Court rejected the professor's final legal plea to preserve the confidentiality of the now-famous tenure vote he cast in 1979. (See *On Campus With Women*, Winter 1981, p. 5.) Rather than reveal to a federal court his vote in a review panel denying tenure to assistant education professor Maija Blaubergs, Dinnan served 90 days in jail and paid a fine of $3,000. Blaubergs had had Dinnan called to the witness stand in an effort to prove her sex bias case against the panel.

Employees Come Out on Top in Two Key Civil Rights Cases

Individual employees may bypass state grievance procedures by filing civil rights suits directly in federal court, ruled the Supreme Court. The decision reversed an appellate court ruling which had held that Georgia Patsy, a white clerical employee at FLORIDA INTERNATIONAL UNIVERSITY (FIU) in Miami, had to exhaust the state's administrative procedures before she could sue under the Civil Rights Act of 1971. Patsy, who had charged FIU with discrimination on the basis of race and sex when the university failed to promote her to any of thirteen jobs for which she was well qualified *(Patsy* v. *Board of Regents)*, can now have a federal trial on her reverse discrimination charge without first going through what she described as time-consuming and ineffective state administrative channels.

In a second decision, the Court ruled that employers may be charged with job bias if *any* step of the personnel process is unfair. This would hold even if the employer had been following affirmative action plans that led to increased hiring and promotion of women and members of minority groups. In the case, *Connecticut* v. *Teal*, the Court rejected the state's argument that courts should only examine the "bottom line" statistical component of a workforce to determine whether discrimination is present. The justices held that women and minorities may sue for denial of job opportunities even if their "bottom line" employment and promotion rates compare favorably to those of white males.

In his majority opinion, Justice William Brennan stated that the thrust of Title VII of the 1964 Civil Rights Act is to protect individuals from being denied employment opportunities. (Title VII bars job bias on the basis of race, sex, ethnicity and religion.) "Title VII does not permit the victim of a racially discriminatory policy to be told that he has not been wronged because other persons of his or her race or sex were hired. Every individual employee is protected against both discriminatory treatment and against 'practices that are fair in form, but discriminatory in treatment'," said the ruling, which upheld a Second U.S. Circuit Court of Appeals decision.

Back Pay Twice Over

A woman faculty member at the RHODE ISLAND SCHOOL OF DESIGN has been awarded double back pay in a sex discrimination suit against the school. Because she received less than the average salary of nine male faculty members for equal work during the period 1973-1980, she was granted $11,390—double the amount of the inequity.

THE FEDERAL SCENE

ED Charged with Discrimination Over Change in GSL Eligibility Requirements

Eligibility restrictions imposed last fall on Guaranteed Student Loans (GSLs) have led to a suit against the Education Department by two HOFSTRA UNIVERSITY (NY) law students, on behalf of students who can no longer take out the low-cost loans. Whereas need was not a consideration for previous loan applicants, after October 1, 1981, students from families with annual incomes exceeding $30,000 were required to show need in order to obtain the nine percent loans. The Hofstra suit *(Greenberg* v. *Bell)* charged that last year's shift to new eligibility standards discriminates against married women, since many of them return to graduate school later in life when their husbands are working. Their husbands' salaries put them over the income limit for being granted the loans.

HELL HATH NO FURY LIKE WOMEN'S EQUITY SCORNED

The Government Accounting Office (GAO), the investigative arm of Congress, has begun taking a hard look at how the Education Department (ED) recruited grant application readers for the Women's Educational Equity Act (WEEA) Program, the National Institute of Education, and three programs designed to help disadvantaged students attend college. Chairmen of three House education subcommittees, Carl Perkins (D-KY), Austin Murphy (D-PA), and Paul Simon (D-IL) requested the study in light of allegations by educators and some ED employees that the agency's officials were choosing readers on the basis of their political views rather than their expertise. Women's groups have complained that very few of those reading WEEA grant proposals had experience with educational equity for women, and that the readers included persons such as a dentist, a woman realtor, a cosmetic saleswoman, and a genealogist.

One of two complaints filed by Dr. Leslie Wolfe, who was temporarily ousted as WEEA's director during a critical phase of the program's review process (see *On Campus With Women*, Spring 1982, p. 11) states that, of the 50 people that the department had invited to read grant applica-

(Continued on page 7)

tions, "25 were individuals whose resumes had been reviewed by [the] program staff and director and found to be unqualified," ten others had been evaluated as "minimally qualified," and thirteen reviewers had escaped WEEA screening altogether. The allegation also held that readers had been assigned to review applications in areas unfamiliar to them. For example, one panelist "assigned to review applications on 'Title IX compliance' was overhead by other readers to ask: 'What is Title IX?' Another, assigned to review applications on 'educational equity for disabled women,' said she thought that being an Indian was a disability. Still another reader was overheard to refer to an application as 'this Jew proposal'." One evaluator criticized a proposal because it "would lead to value and attitude modification without any religious or moral emphasis."

Wolfe's complaint was made under provisions of a federal law designed to protect "whistle blowers" and to encourage federal employees to reveal mismanagement of federal programs.

In an earlier complaint, Wolfe alleged that her three-month transfer from the WEEA directorship to ED's Office of Management had seriously disrupted the management of the WEEA program, and asserted that the transfer was a "prohibited personnel action" under civil-service rules, brought about because of her "alleged political views and affiliation, as described by the *Conservative Digest*." (In its April issue, the magazine carried an article describing the WEEA program as a "money machine for a network of openly radical feminist groups.")

The GAO investigation comes in the midst of Wolfe's temporary transfer, her two complaints alleging "political intrusion" in the program, the firing of the director of the National Advisory Council on Women's Educational Programs, Joy Simonson, and the administration's requests for a zero-budget for WEEA in fiscal 1983.

Simonson's firing (see *On Campus With Women*, Summer 1982, p. 11) has led women's groups to call for an investigation. The groups claim that the procedures used to hire Rosemary Thomson as the new executive director violate several laws which require open meetings. Letters have been sent to ED Secretary Terrel Bell requesting such an investigation. Thomson has been a Republican party campaign worker and, since 1975, Illinois state director of the Eagle Forum, an organization founded by the conservative activist Phyllis Schlafly during her campaign against the Equal Rights Amendment.

Women's groups are charging that Simonson's firing and the hiring of her replacement were orchestrated by Wendy Borcherdt, an assistant to Elizabeth Dole, who handles public liaison. Subsequently, the White House announced that Borcherdt would be leaving Dole's office to assume a new position.

Tributes to Joy Simonson appeared in the July 28, 1982 *Congressional Record* (H4798-H4802). To obtain copies, write to your Congressional representative.

OCR Not Immune to Discrimination

Problems with race and sex discrimination have been reported at the Dallas office of the U.S. Department of Education's Office for Civil Rights. Among the complaints are a law suit filed by one female employee claiming she was denied a promotion because of her refusal to comply with a manager's sexual advances. The same manager was named by another woman in an internal complaint of sexual harassment. The Washington office is in the process of investigating the complaints.

Government Backpedaling on Women's Rights

The Women's Handbook: An Overview of the Government's Retreat from Women's Equality includes sections on education and enforcement as well as a discussion of budget cuts. A new edition of the handbook is now in the planning stage; however, copies of the November 1981 edition are available at $3 ($2/copy for bulk orders of ten or more) from Southern P.O.W.E.R., Project on Women's Economic Rights, 75 Marietta St., Room 307, Atlanta, GA 30303.

EMPLOYMENT

Two Surveys, One Conclusion: Across the Board, Women Faculty Still Earn Less Than Men

At every rank and type of institution, men's salaries exceeded those of women, who averaged 95 percent of men's earnings, according to a recent salary survey by the American Association of University Professors (AAUP). One of the widest pay differentials was found among full professors at major research universities, where women's salaries were eleven percent less than those of their male counterparts. The survey also showed salary increases for women to be smaller, on the average, than those of men at the same category of institution. The results confirm earlier findings of the National Center for Education Statistics (NCES), which conducted a survey of salaries, tenure and fringe benefits of full-time instructional faculty. The NCES survey showed the average woman teacher earning nearly $5,000, or 18.5 percent less than the average man, and women faculty gaining only an 8.8 percent salary increase contrasted to men's 9.3 percent hike. In addition, the NCES report showed the widest salary discrepancies to be at private schools, with 1981-82 salaries averaging $25,536 for men as compared to $19,591 for women. A higher percentage of women were on the faculties of two-year colleges (38 percent) than at universities (19.6 percent). Among four-year colleges, women made up 27.5 percent of the faculty.

Overall, the percentage of faculty positions held by women at these colleges marked an increase of only 0.1 percent over 1980-81, with women holding 54 percent of instructorships, but only 10.9 percent of the professorial positions. While 69.7 percent of male faculty were tenured, only 50 percent of female faculty held tenure.

Copies of the AAUP survey, *Report on the Economic Status of the Profession*, are available at $20 from AAUP, One Dupont Circle, Suite 500, Washington, DC 20036. Single copies of the NCES report, *Faculty Salaries Up 9.2 Percent in 1981-82*, are available free of charge while supplies last from the Statistical Information Office, NCES, 1001 Presidential Bldg., 400 Maryland Ave., SW, Washington, DC 20202.

Another study shows that the discrepancy between the salaries of minority and white administrators in academic institutions is less than the discrepancy between the salaries of men and women in the same positions. It includes salary information about 40 different administrative positions. The study, *1981-82 Administrative Compensation Survey*, is available for $125 from the College and University Personnel Association, 11 Dupont Circle, NW, Washington, DC 20036.

Bibliography on Employment Discrimination vs. Women in Academe

Nearly 200 of the most influential books and articles on the employment difficulties faced by academic women are reviewed in *Academic Women and Employment Discrimination: A Critical Annotated Bibliography*. The annotations evaluate the materials and cover numerous issues such as hiring; promotion and tenure decisions; teaching and manuscript evaluation; productivity of female academics; sexual harassment; and government regulation of universities. Also included is a summary table of 50 legal cases involving academic discrimination since 1971. Copies of the 112-page bibliography, edited by Jennie Farley, are available at $8.95 from ILR Publications, New York State School of Industrial and Labor Relations, Cornell University, Box 1000, Ithaca, NY 14853.

Corporate Accountability re: Affirmative Action

A letter sent by WELLESLEY COLLEGE (MA) to those companies in which the college holds stock asked questions about what steps the companies were taking to bring women into top management positions, what accountability and monitoring systems they already had in place regarding the advancement of women, and how they dealt with such issues as scheduling conflicts and child care needs and benefits. Forty of the 43 companies responded. A summary of their responses, highlighting some innovative programs, may be obtained at $.50 from the Office for Resources, Wellesley College, Wellesley, MA 02181, Attn. Nancy Agnew.

Women at the Helm of Two-Thirds of U.S. Women's Colleges

Of the nation's 114 undergraduate women's colleges (comprising only four percent of all U.S. colleges and universities), over two-thirds are headed by women, according to a study by the Women's College Coalition. The study, supported in part by The Ford Foundation, showed the greater likelihood of women presidents to rise to their positions from the academic side of higher education, while their male colleagues more frequently rose from the administrative ranks (most often from the positions of vice president for development or finance or chief academic officer). Copies of the study, *A Profile of Women's College Presidents*, are available at $3 from the Women's College Coalition, 1725 K St., NW, Suite 1-03, Washington, DC 20006.

Discrimination: Still Very Much With Us, Says BLS Report

A Bureau of Labor Statistics survey did not turn up one single job category in which men and women were paid equally. In those occupations in which at least 50,000 workers are employed (representing 95 percent of the full-time workforce), women averaged 65 percent of men's weekly earnings. Whether the percentage of women working in a field is high (e.g., 91 percent of nurses, dietitians, and therapists) or low (women make up less than five percent of engineers), a gap still remains between salary levels for men and women. Women engineers earn only 67 percent of what their male counterparts receive, and even in such fields as nursing, dietetics and therapy, women average $326 per week, as compared to $344 for men.

Pension Plans . . . .

Women and Pensions, a new quarterly newsletter covering general information as well as legislation and litigation, is a publication of the Women's Pension Project. The Project also operates an information clearinghouse, conducts workshops and seminars, and provides technical assistance to women's organizations concerned with pension issues. Yearly subscriptions to the newsletter are available at $6; single copies are $2 from the Pension Rights Center, 1346 Connecticut Ave., NW, Room 1019, Washington, DC 20036.

Comparable Worth Survey

A brief summary of the pay equity issue, together with a description of current litigation, collective bargaining strategies, government actions, and the role of job evaluations, is presented in *Pay Equity: Equal Pay for Work of Comparable Value*. The two-page summary, published by the League of Women Voters Education Fund, is available from that office at 1730 M St., NW, Washington, DC 20036. Copies are 20¢ each, or may be ordered at a bulk rate of 10/$1.00.

State Alternative Work Schedule Manual Now Available

Information about flexible work hours, compressed workweeks, permanent part-time employment, job sharing, transition retirement and voluntary time-income tradeoffs in state governments appears in the *State Alternative Work Schedule Manual*. Published by the National Council for Alternative Work Patterns (NCAWP) in cooperation with the National Governors' Association, the manual may be particularly appropriate for state-supported institutions. Detailed summaries of various programs are listed. The manual can be ordered at $10 prepaid from NCAWP, 1925 K St., NW, Suite 308, Washington, DC 20006.

SEXUAL HARASSMENT

Placement Offices Address Sexual Harassment

Complaints of sexual harassment by employers or recruiters have led to the development of new policies by college and university placement offices for dealing with the issue. One procedure, described in the June 1982 issue of *Spotlight*, a publication of the College Placement Council, is as follows: when a student complains to the placement office of a Pennsylvania college, the office then contacts other students interviewed by the same recruiter to learn if they have similar complaints. If so, the placement office takes one or more of the following steps:

- expressing oral and written concern to the recruiter and the director of college relations;
- requesting that the student be interviewed again;
- banning the recruiter from interviewing on the campus again; and, in the most severe cases
- banning the employer from campus for the next recruiting year.

In the midwest, one employer learned that a recruiter had propositioned several women at each school in the course of on-campus interviews. The information came to light when several of the women were eventually hired and revealed the incidents to other employer representatives. Upon investigating to verify the incidents, the director of the firm's college relations office found awareness of the complaints at the placement offices on at least four campuses, even though these offices had not reported them to the employer. [Such inaction may be a violation of Title IX.] Further investigation of the charges led ultimately to the recruiter's termination.

Punishable at Princeton: University Adopts New Rules on Harassment

PRINCETON UNIVERSITY (NJ) has joined the burgeoning number of colleges and universities explicitly defining sexual harassment as a punishable offense. Recent revisions in the

university's conduct regulations also outline procedures for students to follow in resolving such complaints, whether against another student, or a member of the faculty, staff, or administration. Earlier, the Provost had designated eight administrators as "points of contact" for those with questions or complaints. The increase in activity on the issue was set in motion following the abrupt departure of a creative writing instructor at the university charged with making improper advances to women in his classes. Critics of the university's approach fault the administration with failure to define its disciplinary policy for those found guilty of sexual harassment, and press for the appointment of one specific ombudsperson to whom victims of harassment may turn.

Sexual Harassment Study at Iowa State University

In a study of sexual harassment of students by faculty members at IOWA STATE UNIVERSITY, women students defined more behaviors as sexual harassment than men, and male students were more likely to view sexual harassment as an exaggerated problem.

Relatively few students experienced the most serious forms of sexual harassment: two percent of respondents experienced sexual bribery. Other categories of harassment were experienced more frequently, especially by women: 65 percent of women respondents experienced sexist comments. Thirteen percent of the female respondents reported avoiding a class or avoiding working with a faculty member whom they knew or had heard made sexual advances to students.

A major finding of the study, conducted by the University Committee on Women, was that most students think they would report instances of sexual harasment, yet none of the students who had experienced even the most serious forms had reported it to a university official. Further, many of the students did not know how or where to report it.

For further information on the study, contact Jean Adams, Department of Economics or Janet Padgitt, Affirmative Action Office, Iowa State University, Ames, Iowa 50011.

MINORITY WOMEN

Stats on Minority Women Students

Some recent data show improved positions for minorities at both the student and administrative levels in higher education. One report notes that freshman enrollment of minority women is up from 9.4 percent of all women enrolled in 1971 to 12.4 percent of women in 1981. Minority women, particularly black women, are more highly represented in higher education relative to black men than are white women to white men. The data are reported in *Professional Women and Minorities: A Manpower Data Resource Service*, third edition, by Betty M. Vetter, Eleanor L. Babco and Susan Jensen-Fisher. The volume is available for $60 from the Scientific Manpower Commission, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Women's Issues Addressed at Chicano Studies Conference

A number of panels focused on women's issues at the 1982 annual meeting of the National Association for Chicano Studies. Among them were Chicana networking and mentoring; issues of research and scholarship on Chicanas; La Chicana in literature; women, migration, and work; trends in and significance of Chicana literary criticism; and Chicana issues for the 1980's. For further information on the panel discussions, contact Ernesto Lopez, Center for Bilingual Education, Arizona State University, Tempe, AZ 85281. The meeting was reported in the May 1982 newsletter of the Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721.

Oral History Project on Black Women at Radcliffe

As part of the continuation of the Black Woman Oral History Project sponsored by the Schlesinger Library of RADCLIFFE COLLEGE (MA), scholars at the Library and the Henry A. Murray Research Center of Radcliffe College are interviewing black women who have made significant contributions to improving black life in the United States. The women interviewed represent a diversity of fields including those of medicine, law, education, politics, the arts, journalism, and business. The oldest woman interviewed was 103; many of the others are in their nineties. The scholars are also studying coping strategies which black women have developed for survival.

Cañada College Extends New Horizons Program to the Community

In order to attract more low-income and minority women, CAÑADA COLLEGE (CA) sought and obtained a grant for $25,000 from the State Department of Education to offer their New Horizons Program in the community. The program offers short-term, intensive courses to prepare women who need to go to work due to divorce, separation, or the death or disability of a spouse, or who are employed in low-status, low-paying positions and wish to upgrade job skills. The program, which can serve as a model for other colleges, is being conducted this fall in six Saturday sessions both on campus and at a community center in Redwood City. For further information, contact Katharine Nelson, Director, New Horizons Program, Canada College, 4200 Farm Hill Blvd., Redwood City, CA 94061.

WOMEN'S STUDIES

Implications of the New Scholarship on Women: Conference Report

Liberal Education and the New Scholarship on Women: Issues and Constraints in Institutional Change is a report on the three-day conference which brought together, for the first time under the auspices of a national education association, both college and university administrators and practitioners of women's studies and feminist scholarship. The conference, sponsored by the Association of American Colleges, was held with the purpose of examining the implications of the new scholarship on women for the traditional goals and assumptions of liberal education.

The 56-page report contains recommendations, together with articles by Florence Howe, Elizabeth Minnich, and Gerda Lerner. Copies are available at $3.50 from the Association of American Colleges, 1818 R Street, NW, Washington, DC 20009.

Integrating Materials on Women into the Liberal Arts Curriculum

National fellowships and New England faculty seminars are now being offered by the Faculty Development Program at the WELLESLEY COLLEGE (MA) Center for Research on Women. The Program also provides matching funds for presidents and deans who wish to bring consultants to campus to help integrate materials on women into the main liberal arts curriculum. The Center publishes, for $2 each, a national directory of curriculum integration projects and a list of consultants experienced in this

curricular change work. For more information, write to Peggy McIntosh, Director, Faculty Development Program, Wellesley College Center for Research on Women, Wellesley, MA 02181.

Grassroots Experiment in Teaching Women's Literature

A collection of essays, *Teaching Women's Literature from a Regional Perspective*, has sprung from a three year teaching and research project sponsored by the MLA Commission on the Status of Women in the Profession. The project was aimed at developing courses in which students would conduct original research on out-of-print books, autobiographies, letters, diaries, memoirs, and oral testimonies of the women of their region.

The book discusses the literary uses of regional materials and describes the development of teaching strategies employed in a student-centered course based on such materials. Selected curriculum materials and a bibliography are appended. Copies of the 213-page book, edited by Leonore Hoffmann and Deborah Rosenfelt, are available at $9.50 (paperbound) or $19.50 (clothbound) from the Modern Language Assocation of America, 62 Fifth Avenue, New York, NY 10011.

Women's Studies Course Upheld at California State U.

A women's studies course at CALIFORNIA STATE UNIVERSITY at Long Beach, charged by an evangelical Christian group with promoting lesbianism, was found by a faculty and administrative review to be "appropriately balanced" in its subject matter. Charges that the course, "Women and Their Bodies," should be revised were rejected, based on the judgement that the emphasis on the subject of lesbianism in the course was not "disproportional." Glendon F. Drake, vice-president for academic affairs, reporting on the review, stated that he was "prepared to resist any effort which seeks to inhibit or otherwise restrict the academic freedom of the community of scholars and students."

History of Chinese American Women Explored

A two-year project researching the history of Chinese American women, covering the period 1848-1982, is underway in San Francisco, with plans for the final product to be a pictorial exhibit and a catalogue tracing the history of Chinese American women. For further information on the Chinese American Women History Project, contact Vincente Tang, Chinese Culture Foundation of San Francisco, 750 Kearny Street, San Francisco, CA 94108.

ON THE CAMPUS

Part-Timers Increasing in Numbers at Both Undergraduate and Graduate Levels

YALE UNIVERSITY (CT) has opened its doors to part-time undergraduate students as of fall 1982. The newly instituted program permits students over 25 to take daytime courses while allowing them up to seven years to complete their undergraduate degrees.

Nationally, at the graduate level, the number of part-time students now exceeds that of full-timers. In 1981, 80 percent of master's level students were part-time (81,232 students, as compared to 19,798 full-time). At the doctoral level, 53 percent were part-timers, a total of 229,082 students as compared to 205,367 full-timers. The data appear in the *1981 Survey of Graduate Enrollment*, single copies of which are available at no charge from the Council of Graduate Schools, One Dupont Circle, Washington, DC 20036.

Berkeley's Women's Center: Catalyst for Change

A *Public Affairs Report* on the Center for the Study, Education and Advancement of Women at the UNIVERSITY OF CALIFORNIA at Berkeley describes the wide range of activities of the Center and its approaches toward the handling of such issues as minority enrollments, lack of role models, linking majors and careers, and women in science and engineering. A chart details information on direct services, research services, and consultation and monitoring provided by the Center. The report should be useful to those engaged in setting up or evaluating similar centers. Single copies of the December 1981 report (Vol. 22, No. 6) may be obtained free by writing to the Editor, Institute of Governmental Studies, 109 Bernard Moses Hall, University of California, Berkeley, CA 94720.

Women and Foreign Service Program at Georgetown U.

GEORGETOWN UNIVERSITY's (DC) School of Foreign Service has been awarded a $175,000 grant from the William H. Donner Foundation, Inc. for the establishment of the Women and Foreign Service Program. The new program will aid the approximately 700 women enrolled in the school in dealing with career problems through various means, including individual career counseling and the presentation of career panels and symposia on campus. For further information on the program, contact Madeleine Albright, Director, Women and Foreign Service Program, School of Foreign Service, Intercultural Center, Georgetown University, Washington, DC 20057.

CALL FOR INFORMATION

Academic Mentoring for Women: A New Look at an Old Way to Get Ahead

The Project on the Status and Education of Women (PSEW) is developing a practical manual on academic mentoring for **women faculty** and **women undergraduates** and **graduate students** who wish to advance—or to help others to do so. The manual will identify barriers to women's participation in mentoring relationships and will include numerous specific recommendations for faculty, students and administrators. Recommendations will:

- identify ways institutions (and campus organizations) can encourage faculty and administrators to become mentors for women faculty and students;
- provide women with practical ideas on how to engage in a productive relationship with a mentor; and
- offer suggestions women can use in the absence of a mentor, e.g., alternative ways to acquire information, advice, guidance and personal contacts.

PSEW is seeking information about mentoring programs for women on campus (including those designed for women administrators). Information on barriers to women's participation in mentoring relationships, model programs on campus, and adaptable materials concerning mentoring for women in non-academic contexts should be sent to Mentoring Project, PSEW, 1818 R St., NW, Washington, DC 20009. The Mentoring Project is funded by a small grant from the Women's Educational Equity Act Program.

(Continued on page 13)

NONTRADITIONAL CAREERS

The Project gratefully acknowledges the renewed support of the INTERNATIONAL PAPER COMPANY FOUNDATION for making this section on "nontraditional" careers possible.

Sex Differences in Math Ability: No? Yes? Maybe?

No consistent differences emerged between the sexes in a recent study on ability to learn math. These findings of researchers Zalman Usiskin and Sharon Senk of the UNIVERSITY OF CHICAGO and Roberta Dees of PURDUE UNIVERSITY (IN) contradict those of a 1980 JOHNS HOPKINS UNIVERSITY (MD) study by Camilla Perrson Benbow and Julian C. Stanley, which attributed greater aptitude for math reasoning to boys than to girls. Papers by Senk ("Achievement in Writing Geometry Proofs") and Dees ("Sex Differences in Geometry Achievement") will appear shortly in the ERIC system. For ordering information, write to ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. A report on the Benbow and Stanley study, "Sex Differences in Mathematical Ability: Fact or Artifact?" appeared in the December 12, 1980 issue of *Science*, #210.

Another study, also done at Hopkins and funded by The Ford Foundation, showed the need for more research to determine why fewer women than men choose careers in science, engineering and other fields which require a heavy background in mathematics. According to some research, social attitudes play a larger part in keeping women from studying math than lack of innate ability. However, more work is needed to learn how women can be encouraged to major in math and then to choose careers in math and other quantitative fields.

Free copies of the 40-page study, *The Problem of Women and Mathematics*, which reviews and critiques the literature and contains over five pages of references, are available from The Ford Foundation, Office of Reports, 320 East 43rd St., New York, NY 10017.

COLUMBIA UNIVERSITY (NY) has developed a program to foster sex equity in mathematics education. Four 30-hour inservice institutes for junior and senior high school teachers were held in 1981-82 under the sponsorship of the Institute for Urban and Minority Education, Teachers College, Columbia. Among the project's goals were:

- the development of awareness of sex-related differences in the teaching and learning of mathematics, and in attitudes toward mathematics, and of the impact of these differences upon women;
- the development of programs to encourage nondiscrimination on the part of school personnel and parents; and
- provision of resource materials for such programs.

For more detailed information about the project, write Carole B. Lacampagne, Bergen Community College, Paramus, NJ 07652.

Still Few Women in Science—Why?

Contributions of notable women scientists and reasons for the continuing underrepresentation of women in science are discussed in an article in the April 26, 1982 issue of *Current Contents/Life Sciences* (#17), the weekly publication of the Institute for Scientific Information. The article, "Why Aren't There More Women in Science?" by editor Eugene Garfield, also includes a listing of the 27 most-cited female scientists for the period 1965-1978 and a sampling of comments from woman scientists today. Copies of the article are available at no charge from the Institute for Scientific Information, 3501 Market St., Philadelphia, PA 19104, Attn: President's Office.

Helping Women in Nontraditional Occupations

If you're a program administrator in a postsecondary institution or industry and want to place more women in skilled and technical occupations which traditionally employ men, then *The Nuts and Bolts of NTO: A Handbook for Recruitment, Training, Support Services, and Placement of Women in Nontraditional Occupations* may be of help. It covers recruitment techniques, role models and support groups, hands-on tryouts, unblocking math barriers, sexual harassment, and other key topics.

A companion volume, *Time for a Change: A Woman's Guide to Nontraditional Occupations*, is addressed to women who want jobs with good pay and who are open to the idea of new career options in skilled and technical fields. It discusses the barriers—both mythical and real—and how to overcome them; where to go for training and help; and the duties, salaries, work environments, and entry requirements of ten high-growth occupations. Both are available from the Technical Educational Research Centers (TERC) Special Needs Center. Cost for *The Nuts and Bolts of NTO* is $14; *Time for Change* is $4, plus $1.50 shipping charge per book. Send check or purchase order to TERC Publications, 44 Brattle St., Cambridge, MA 02138.

TERC has also initiated a newsletter, NTO (Nontraditional Occupations for Women). The newsletter is the only publication devoted entirely to nontraditional occupations for women in skilled and technical jobs.

Colleges Offer Programs in Science and Math for High School Students

At the second "hands on" science program sponsored by the biology department at HOOD COLLEGE (MD), high school juniors and seniors interested in science careers participated in a day of laboratory experimentation where they were able to explore techniques and procedures not otherwise available to them. For information on the one-day program, held in February 1982, write to Werner Kundig, Chair, Department of Biology, Hood College, Frederick, MD 21701.

A longer, six-week program was initiated by MOUNT HOLYOKE COLLEGE (MA) for high school sophomores, juniors and seniors. Called SummerMath, the curriculum was designed to help young women develop powerful strategies for dealing with mathematical problems, and included courses to strengthen basic skills, improve analytical thinking, explore mathematics in "real world" contexts, and discover computers. Further information on the program, held in July and August 1982, may be obtained by writing to Jere Confrey, Director, SummerMath, Mount Holyoke College, South Hadley, MA 01075.

Summary of Voc Ed Sex Equity Hearings

A Good Start: Improving Opportunities for Women Under the Vocational Education Act is a 36-page booklet summarizing testimony given December 16-17, 1981 before the House Subcom-

(Continued on page 12)

mittee on Elementary, Secondary and Vocational Education on sex equity in vocational education. The testimony gives an overview of what schools and the federal government are doing—and not doing—as well as information about the job market of the future. Also included are a summary of the 1976 sex equity amendments, and recent enrollment data by sex. Single copies of the summary are free; additional copies are $1 each, and bulk orders of ten or more are available at $.50 per copy. Orders should be sent to the Federal Education Project, Lawyers' Committee for Civil Rights Under Law, 733 15th Street, NW, Suite 520, Washington, DC 20005.

Preventive Measures: Manual on Sex Role Stereotyping in Careers

To help students develop more awareness of career options, *Sex Role Stereotyping in Occupational Choices: A Career Counseling Manual* offers classroom exercises and essential background information on women in the work force, sex role stereotyping, and managerial careers. Designed for guidance counselors, classroom teachers and their secondary school students, the workbook/manual by Claudia Gaillard Meer may be useful to college counselors and teacher educators as well. It was developed from materials used in the Management Career Program conducted at the RUTGERS UNIVERSITY (NJ) Institute of Management and Labor Relations. Copies are available at $5 plus $1 handling and shipping from the Institute of Management and Labor Relations, Public Education Dept., Ryders Lane, Cook Campus, New Brunswick, NJ 08903.

Cross-Registration Encourages Nontraditional Careers

Although WELLESLEY COLLEGE (MA) is a liberal arts institution, it has initiated a cross-registration program with the MASSACHUSETTS INSTITUTE OF TECHNOLOGY which permits its students to take engineering courses at the Institute as well as business courses at The Sloan School of Management.

Bryn Mawr: Alumnae Sponsor New Career Programs for Students

Meetings sponsored by BRYN MAWR's (PA) Alumnae Association throughout the academic year give students the opportunity to meet informally with recent graduates working in different fields. Gatherings focus on careers in medicine and the sciences, law and business, and other fields such as the arts, computer science, social work and communications. The weekend programs may serve as a model for other alumnae groups. For further information, write to Janet Danforth Belson, Alumnae Office, Wyndham, Bryn Mawr College, Bryn Mawr, PA 19010.

Boosting Publishing Productivity: NIE Assists Minority Women Science Faculty

Double Dilemma of Minorities and Women in Science and Education describes a three-year National Institute of Education (NIE) project which addressed the barriers inhibiting women and minorities from fuller participation in science and science education. The project, directed by Jane Butler Kahle, aimed at upgrading research skills and enhancing research, publication and career opportunities for women faculty members at The Alabama Center for Higher Education, a consortium of seven predominantly black colleges. During summer workshops, each participant developed a plan for conducting a research project on her home campus, for presenting a paper at a national conference, and for preparing research papers suitable for refereed journals.

The181-page book gives an overview of minority women in science and is available at $5.95 from the Office of Publications, Purdue University, So. Campus Court-D, West Lafayette, IN 47907.

National Science Foundation Report

Women and Minorities in Science and Engineering, a report by the National Science Foundation, gives biennial statistical data on recent trends in the participation of women and minorities in science and engineering employment and training. Although data are extensive for women and minorities, very little data is presented by race and by sex, (i.e., minimal information on minority women). Copies of the 124-page report may be obtained at no charge while supplies last from Forms and Publications, National Science Foundation, 1800 G St., NW, Room 232, Washington, DC 20550. Use Order No. NSF 82-302.

Upping the Numbers of Women and Minorities in Science

Assessing what can be done to change attitudes of both students and educators so that women and minorities can achieve full participation in scientific and mathematics-related professions is the focus of *Women and Minorities in Science: Strategies for Increasing Participation.* The book surveys current levels of participation by women and minorities in science, identifies barriers to their participation, and describes a range of intervention programs. Edited by Sheila M. Humphreys, the book is 218 pages with notes, and can be ordered at $22 from Westview Press, 5500 Central Ave., Boulder, CO 80301.

Minority Women in Science: National Network

The National Network of Minority Women in Science works to develop, coordinate and implement projects to increase the participation and the representation of minority women in science. Open to American Indian, Asian American, Black, Mexican American, and Puerto Rican women at every level of training and employment in science and engineering occupations, the membership now numbers over 200. For further information, contact Paula Quick Hall, Office of Opportunities in Science, American Association for the Advancement of Science, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Vocational Training for Women: An Overview

The links between vocational training and occupational segregation are explored in *Women and Vocational Training: A Step Up or a Come Down?* It also includes an overview of relevant federal sex-equity statutes and regulations, step-by-step guidelines for evaluating the status of women in local vocational programs, and suggestions for encouraging administrators to implement change where women's access to nontraditional programs is limited. Copies of the League of Women Voters Educational Fund publication (#408) are available at $1 from the League of Women Voters of the United States, 1730 M St., NW, Washington, DC 20036.

Women and Tech Newsletter

NORTHERN ESSEX COMMUNITY COLLEGE (MA) publishes a newsletter, *Women and Technologies*, and also offers introductory programs, math anxiety workshops, and individual counseling for women in the region who are considering technical careers. For further information on the programs, or to be placed on the newsletter mailing list, contact Mary Jane Gillespie, Staff Associate, Division of Continuing Education and Community Services, Applied Science Building, Room 204, Northern Essex Community College, Haverhill, MA 01830.

(Continued from page 10)

On Women's Enrollments and Degrees: Correcting Impressions

Women in Higher Education: Trends in Enrollment and Degrees Earned, notes how women's "progress" in these areas has been somewhat distorted by the press. While widely-publicized national data have shown women's enrollments to have surpassed those of men, the fact that most of the increases have occurred in two-year colleges rather than four-year institutions of learning has not been noted. Similarly, the media, while hailing progress in the number of degrees earned by women, has failed to report that much of this increase in degrees earned has been in traditionally "feminine" fields and specialties within fields. The 14-page paper, by Mary Lou Randour, Georgia L. Strasburg and Jean Lipman-Blumen, contains numerous tables and appeared in the May 1982 issue of the *Harvard Educational Review*, Vol. 52, No. 2.

HELP US IDENTIFY MODEL PROGRAMS AND POLICIES

A new project, funded by the Carnegie Corporation of New York, and conducted under the auspices of Hood College in conjunction with the Project on the Status and Education of Women, will disseminate information about exemplary programs and policies at colleges and universities which foster equity for women students, faculty and administrators.

Please write and tell us about any effective programs and policies at your institution that address specific equity needs of women on campus such as those which increase recruitment, hiring and promotion of women faculty and administrators; encourage women students to choose nontraditional careers in mathematics and science; or combat subtle discrimination in the classroom and in other learning situations. The solutions that work on your campus may be adaptable by others. Send descriptive materials such as brochures, newspaper articles, reports, letters of commendation, etc., and information on the effectiveness of the program or policy and any changes which it has helped to bring about, to: Karen Bogart, Project Director, Hood College, Frederick, MD 21701.

New York State Child Care Facilities Surveyed

A survey of the 180 member institutions of the Commission on Independent Colleges and Universities of New York State showed fourteen with on-campus child care facilities, and nine using child care facilities at off-campus locations. Results of the survey, along with case studies of the fourteen on-campus child care centers, are presented in *On-Campus Child Care at Independent Colleges and Universities in New York State* by Lawrence Podell. Funded by a Ford Foundation grant, the report may be ordered at no charge while supplies last from the Commission on Independent Colleges and Universities, 37 Elk St., Albany, NY 12224.

All Sports Activities Suspended by AIAW

Pending resolution of its antitrust lawsuit against the National Collegiate Athletics Association (NCAA), the Association for Intercollegiate Athletics for Women (AIAW) has suspended all activities. Due to membership and revenue losses since the NCAA began offering women's championships (see *On Campus With Women*, Winter 1981, p. 12), AIAW will not offer any sports programs for women.

Med Schools and Women: A Progress Report

The four decades between 1930 and 1970 saw only 14,000 women graduating from the nation's medical schools. By the last decade, however, the number of women medical school graduates had leaped to over 20,000. Percentages of women enrolled in, entering, or graduating from medical schools more than doubled between the beginning and the end of the decade, with 1979-80 showing 27.8 percent of the entering class, 25.3 percent of all enrollees, and 23.2 percent of the graduates to be women.

Statistics on professional organizations and medical schools suggest a different picture, however, with women in a minimal number of leadership positions. Only eleven of the 364 officers and directors of the member organizations of the American Board of Medical Specialties are women, a total of three percent.

While the years 1976-78 saw an increase in the percentage of women holding the positions of assistant and associate professor, the percentage of women in top administrative posts remained low. Despite the fact that the number of women chairing academic departments climbed from 33 (out of 2400 positions) to 56 between 1978 and 1980—and increase of 69 percent—the total number of chairs occupied by women came to only about two percent.

The above data are given in "Women in Medical Education: A Decade of Change," by Judith B. Braslow and Marilyn Heins, M.D. The article appeared in the May 7, 1981 issue of the New England Journal of Medicine (NEJM), Vol. 304, No. 19.

At MICHIGAN STATE UNIVERSITY, the Women-in-Pre-Medical Organization (WPM) was established in Winter 1981. Aimed at providing a network of support for the unique and changing needs of women intending to become physicians, the organization focuses on giving a fuller understanding of the medical profession and its responsibilities. Activities and services sponsored by the group during the 1981-82 academic year included an interview workshop, health fair, blood drive, test file, and support meetings. For further information, write to Mary Reinhold, Director, WPM, 234 So. Fairview, Lansing, MI 48912.

WOMEN AND MINORITIES MAKING PROGRESS . . . SLOWLY

According to the Bureau of Labor Statistics, U.S. Department of Labor, women and minorities were 68.5 percent of the workforce in 1980 (42.4 percent white women; 26.1 percent minority*). White women held 11.2 percent of managerial jobs, an increase of .5 percent since 1970. Minorities, including minority women, held 5.2 percent of the management jobs, an increase of 1.6 percent since 1970.

According to our calculations, at this rate and assuming that there is no change in the proportion of women and minorities in the workforce, it will take white women 624 years, and minorities 130.6 years to achieve equity in managerial jobs.

*Includes male and female blacks, Eskimos, American Indians, Orientals and other racial groups. Hispanics are classified as white.

AWARDS

Two Awards Offered for Work on Women in Education

WOMEN EDUCATORS has announced the Fourth Annual Curriculum Materials Award and the Sixth Annual Research on Women in Education Award, both to be presented at the American Educational Research Association meeting in Montreal in April, 1983. For the Curriculum Materials Award, given for materials relating to women that have been developed since 1976 for use in educational settings, two copies of the materials, including a one-page description of how they relate to sexism, sex-role stereotyping, and the image of women and girls and the rationale or theoretical/empirical foundation on which they are based, are required. These should be sent to Mary Harris and Nancy Smith, Curriculum Award, WOMEN EDUCATORS, Dept. of Curriculum and Instruction, Kansas State Univ., Manhattan, KS 66506. For the Research on Women in Education Award, published or unpublished research reports in journal article format on any aspect of women in education are eligible if conducted or written up during 1981-82. The deadline for entries for both awards is December 1, 1982.

Ruth Strang Research Award Competition

The Ruth Strang Research Award, an award of $500, including the additional possibility of manuscript publication, is offered each year by the National Association for Women Deans, Administrators and Counselors. Because of the diversity of membership in the Association, which includes administrators, faculty members and counselors at every level of education, a broad range of topics is considered. Original, unpublished manuscripts which are historical, philosophical, experimental, evaluative or descriptive in nature may be submitted by any individual. Preference in judging, however, will be given to emerging professionals and students. Manuscripts must reach the Chair of the Committee on or before January 1, 1983 and must be accompanied by the author's professional resume. For further information, write: Carolyn J. Wood, Chair, Ruth Strang Research Award Committee, Dept. of Educational Administration, College of Education, Univ. of New Mexico, Albuquerque, NM 87131.

RESOURCES

Sourcebook for Affirmative Action in Higher Ed

Designed as a blueprint for preparing an affirmative action plan subject to review by the Office of Federal Contract Compliance Program, *Affirmative Action in Higher Education: A Sourcebook* is a comprehensive guide to implementing affirmative action in postsecondary educational institutions. Qualifications for staffing affirmative action offices and procedures for hiring faculty and staff are discussed, as well as collection, development and analysis of data, procedures for resolution of grievances, and programs designed to improve the quality of campus life for members of protected groups. Also included are a summary of laws and regulations, a glossary, annotated bibliography, citations and summaries of key cases, forms, worksheets and procedures for successful affirmative action programs. Copies of the book, written by Lois VanderWaerdt, may be ordered at $42.50 from Garland Publishing, Inc., 136 Madison Avenue, New York, NY 10016.

To Serve the Needs of Women and Men Equally: Equity on Campus

The Undergraduate Woman: Issues in Educational Equity offers an overview of current research for administrators, faculty and counselors on such topics as:

- critical aspects of pre-enrollment years (e.g., sex-bias in testing, the college selection process);
- elements of the college experience including department climates, curricula, evaluation, and teaching styles;
- aspects of cognitive, moral and psychosexual development;
- educational outcomes (e.g., impact on career commitment, family roles); and
- objectives for research and policy in the 80's.

Many of the chapters were first presented at a conference sponsored by the Wellesley College Center for Research on Women and Higher Education Resource Services (HERS). The 433-page volume, by Pamela J. Perun, is available for $31.95 from Lexington Books, D.C. Heath & Co., 125 Spring St., Lexington, MA 02173.

Equity Explored in Guide for Counselors, Teachers

An extensive curriculum guide for educators and counselors conducting training programs for women in higher education, *Exploring Educational Equity: Sex Affirmative Guide for Counseling and Teaching,* highlights such topics as new techniques for counseling women, sex bias in interest measurement, women in higher education, and assertiveness training for job-seeking skills. Providing lesson plans, activities, and resource materials, the guide may easily be used in undergraduate and graduate courses in education, psychology, social work, and counseling, as well as in inservice workshops with teachers and assertiveness training in job counseling. The 672-page volume, a project of The Appalachian Center for Educational Equity, University of Tennessee, Knoxville, TN, under a grant from the Women's Educational Equity Act Program, may be ordered at $17.75 from EDC/WEEA Publishing Center, 55 Chapel St., Newton, MA 02160.

New Research Institute on Women's Health

The newly formed Melpomene Institute for Women's Health Research has been established to research and disseminate information about physically active women and girls. The Institute will sponsor research projects, develop a library and referral center, conduct seminars, establish a speakers' bureau and publish a newsletter. Members will receive copies of the thrice-yearly newsletter and free reprints of all articles published by the Institute. Membership rates are $5 student, $10 regular and $25 sustaining, and are tax deductible. For further information or to join, write: Melpomene Institute, 316 University Avenue, St. Paul, MN 55103.

How's Your Health?

Women in the Health System: Patients, Providers and Programs by Helen I. Marieskind presents facts and figures on women's health in the United States. Chapters include women's health status; government programs and women's health; women in the health care work force; occupational health; health care for young women; the impact of technology; and women's health activism. A brief list of bibliographies in such areas as abortion, alcoholism and addiction, bereavement, birth control, rape and aging is appended. The 329-page book, which may be useful for those involved with college health services, can be ordered at $14.95 from the C.V. Mosby Co., 11830 Westline Industrial Dr., St. Louis, MO 63141.

Caucuses and Committees: Taking a Sounding on Women's Issue Groups

Results of a 1981 survey of *Women's Issue Groups in Professional Educational Organizations*, undertaken to learn which organizations supported or encouraged such groups and what the groups did are now available. The report lists over 40 groups. Single copies of the 12-page report, by Bernice J. Wolfson and Jacqueline Ritchie, are available at no charge from Bernice J. Wolfson, Chairperson, Dept. of Curriculum and Instruction, University College/School of Education, The University of Alabama in Birmingham, University Station, Birmingham, AL 35294.

Gender Research Newsletter

The Committee for Gender Research at the UNIVERSITY OF MICHIGAN now publishes a biannual newsletter analyzing issues involving gender in relation to a variety of disciplines. Copies of the newsletter are free. To be placed on the mailing list, send name and address to the Committee for Gender Research, 359 Lorch Hall, The University of Michigan, Ann Arbor, MI 48109.

Women's Media: Pressing Forward

To aid networking and increase communication among women nationally and internationally, the Women's Institute for Freedom of the Press issued the *1982 Index/Directory of Women's Media*. Now in its eighth year of publication, the *Directory* lists over 700 women's groups (periodicals, presses, film, video, music, multimedia, art, etc.) and about 500 media women and media-concerned women. Entries include addresses, phone numbers, contact persons, and descriptions written by the groups or individuals themselves. Also included is the five-year annotated *Index* of *Media Report to Women*, the monthly newsletter on the extent and progress of women's media nationally and internationally. The *Index/Directory* may be ordered at $8 from the Women's Institute for Freedom of the Press, 3306 Ross Place, NW, Washington, DC 20008.

Resources on Non-Formal Education

A listing of 23 centers, ranging from Malaysia to Brazil, which address issues relating to women in development, is printed in *The NFE Exchange: A Timely Information Exchange Service on Non-Formal Education* (Issue No. 21, 1981). Issue No. 22 focuses on women's roles in economic production. Copies of both issues may be obtained by writing to the Non-Formal Education (NFE) Information Center, College of Education, Michigan State University, 237 Erickson Hall, East Lansing, MI 48824. NFE operates on the exchange principle. Although there is no charge for materials, persons interested in receiving NFE publications are urged to consider what they could contribute in return.

Women Over Forty: Challenging Myths

Women Over Forty: Visions and Realities challenges myths about the older woman in America by presenting research on the extension of a woman's development into mature adulthood and old age. The 157-page indexed volume by Marilyn Block, Janice Davidson, and Jean Grambs, gives a demographic profile of older women in America, and explores such areas as images of older women, menopause and sexuality, mental health and related issues, life situations, family relations, employment and retirement, and ethnic and racial variations in older women. Suggested research issues in these areas and an extensive bibliography are included as well. The book may be ordered at $11.95/softcover, $19.95/hardcover from Springer Publishing Co., 200 Park Ave. South, New York, NY 10003.

SELECTED REFERENCES ON THE PSYCHOLOGY OF BLACK WOMEN*

BWCDF. *Mental and Physical Health Problems of Black Women.* Washington, DC: Black Women's Community Development Foundation, 1973.

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Johnson, W., and Green, T. *Perspectives on Afro-American Women.* Washington DC: Educational Community Counselors Associates, 1975.

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Nelson, E. *A Model Community Counseling Program for Ethnic Minority Low Income Women,* Palo Alto, CA: R & E Research Associates, 1979.

Rodgers-Rose, L. *The Black Woman.* Beverly Hills: Sage Publication, 1980.

Young, G., and Sims-Wood, J. *The Psychology and Mental Health of the Black Woman: A Selected Bibliography.* Baltimore: Third Classics Press, 1982.

*Developed by Patricia Bell Scott, Center for Research on Women, Wellesley College, MA.

INTERNSHIP PROGRAM

The Project on the Status and Education of Women has an internship program which is currently accepting applications from upperclass undergraduate, graduate, and law students for the winter and spring semesters. Preference will be given to applicants with strong research and writing skills who have displayed an interest in public policy regarding women in higher education.

Project internships are unsalaried positions. However, interns may arrange to receive academic credit from their sponsoring institutions. An internship entails research and writing for PSEW publications, meeting with federal officials and representatives of women's organizations, and a limited amount of clerical/support work.

Individuals wishing to apply for a position should send a resume, two writing samples, and three letters of reference to Mary De Mouy, Associate Director for Administration, PSEW, 1818 R St., NW, Washington, DC 20009.

ON CAMPUS WITH WOMEN

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